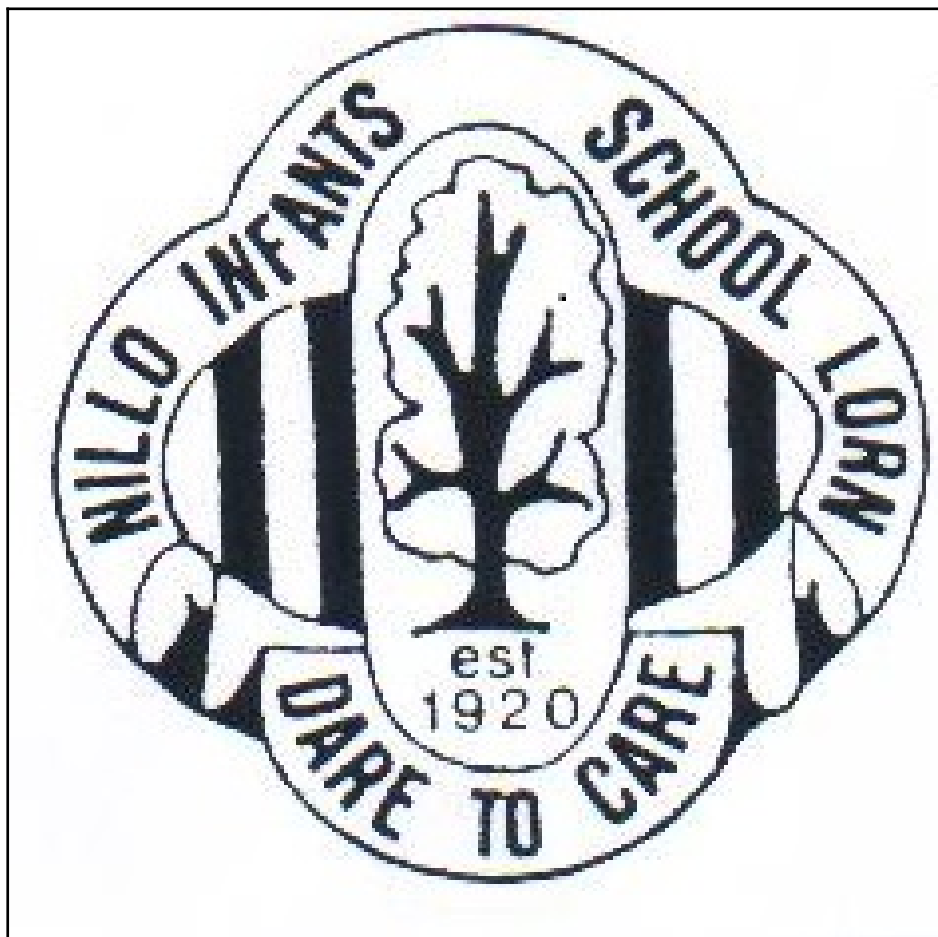


Nillo Infants School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Nillo Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Once again, I have been privileged to lead and manage Nillo Infants School. I am most fortunate to work in a school that all stakeholders work towards the common goal of student improvement.

We are most fortunate to have dedicated and professional staff that ensure the students at Nillo have the best possible access to an engaging and stimulating curriculum. This dedicated team work together to provide many opportunities for our students within the school and also the wider community. They have created a positive and secure learning environment where children want to succeed.

Once again I would like to thank the hard workers of our P&C and the parent community. Your support and assistance in our many activities is invaluable. We have parents involved in all facets of school life, from Literacy and Numeracy groups, to canteen and swimming school. Whenever we ask, our parents always step forward. The P&C have worked tirelessly to provide our school with many resources that we would not have been able to purchase. Our covered walkway from the front of the school is an example of this. Thank you for your support.

I look forward to a positive year of learning in 2020.

Kind regards,

Vicki Sellens

Message from the students

Being a Year 2 student is a big responsibility at Nillo Infants School. We are responsible for organising and running many things in the school. One of our most important jobs is to be a Buddy to Kindergarten students. If we do our job well, they settle into school really quickly and feel safe and happy here.

We also have to run the Assemblies every fortnight and present some awards, like the playground award. We also have to manage the Sports Shed each day and keep the equipment tidy and organised. We feed the chickens and collect the eggs and we complete the recycling.

Because we are the oldest students in the school, we get to do things that other Year 2 students do not get to do. We have to be responsible and independent so that we can do the jobs properly. We have to be great role models for the younger students in our school.

We have loved being a Year 2 student at Nillo Infants School.

School background

School vision statement

Our school vision statement is:

"Striving towards successful, confident and creative learners."

We provide a stimulating and caring environment where young students get the opportunity to become successful learners, be confident and creative individuals as well as a chance to become active and informed citizens.

School context

Nillo Infants School is a small K–2 school in Lorn, Maitland. Nillo Infants School promotes equity and excellence based on a foundation of the Early Years Learning Framework that is extended into high quality teaching and learning opportunities and programs. The community is supportive with high expectations for success. Parents elect to enrol their children at Nillo Infants School because of its small size and the school's ability to deliver individualised programs that cater for specific needs with a strong emphasis on leadership and positive recognition of students. Our continued focus is on literacy, numeracy, music, technology and student well-being. There is a strong commitment to ensuring positive outcomes and relationships are achieved by all.

Our community works together to establish a learning environment that is inclusive, welcoming and reflective, which sets up each child to reach his/her potential as they move into their primary years at partner schools.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Teachers

Purpose

To build a collaborative culture where teachers are activators of learning; have high expectations; are committed to excellence; and continually strive to reflect, maintain and improve on quality teaching practice.

Improvement Measures

Increasingly collaborative culture creates teachers who are activators of learning.

Evidence of professional learning is increasingly visible in class practice, programming and student assessment data.

Teacher self assessment and reflection is increasingly impacting on programming, assessment and pedagogy.

85% of students achieving at or above expected cluster levels in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Best Practice

Research and implement best practice to build a reflective teaching culture and quality pedagogy.

Evaluation	Funds Expended (Resources)
<p>During this year, a change was made to delivery of Literacy in all classes. Following research into best practice in reading and an analysis of our reading data, a priority was placed on teaching of phonics and phonemic recognition throughout the school. A baseline assessment was conducted at the end of Term 1, 2019. Assessment throughout the year has demonstrated positive results for all students. Students who had been previously identified for support in reading have made pleasing gains, and have demonstrated greater knowledge and skills, not only in reading but also spelling and writing.</p> <p>Plans are in place for review and implementation in 2020.</p> <p>Scope and sequence for History, Geography and Science is well established with continued appraisal of implementation. Further professional learning planned for Science units.</p>	<p>Professional learning in Phonemic And Phonics</p> <p>Resources to support professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Conference (\$1000.00)• Professional Reading Resources (\$200.00)

Process 2: Collaboration

Development of and establishment of key systems and procedures to support high quality collaboration and effective implementation of quality teaching.

Evaluation	Funds Expended (Resources)
<p>Scope and sequences for all key learning areas, assessment and data collections have been reviewed. Changes have been made as required to suit implementation of Phonic instruction.</p> <p>Whole school timetable has been reviewed to gain maximum benefit using teacher's professional skills and cover all mandatory requirements of the syllabus.</p>	

Next Steps

Continued development of skills in delivering Phonemic Awareness Program so that all teachers have acquired the knowledge to fully implement this program. Further investigation in to Best Practice in delivering learning programs for writing, and to also develop a clear set of goals for students so they are aware of what is required of them at all levels of

skill.

Collaboration with other schools in the process of identifying Best Practice and building a collegial process to develop consistent teach judgement with a greater cohort than just our school staff.

Continued review of scope and sequences for all key learning areas to ensure all syllabus requirements are being met and supported to the best possible outcomes for students.

Increased collaboration with other schools to share and build knowledge of teaching programs, and the opportunity for collegial discussion, building professional knowledge for all staff.

Strategic Direction 2

Inspired Learners

Purpose

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment. To engage students as future focused learners through a variety of learning experiences and contexts.

Improvement Measures

Students are aware of their personal learning goals and will recognise when they have achieved them.

Students will demonstrate an increasing ability to be problem solvers, independent and self reliant.

Future focused learning strategies are increasingly evident in all class contexts.

Progress towards achieving improvement measures

Process 1: Effective Students

Research, design and deliver learning experiences that are create students who are problem solvers, self reliant and independent learners.

Evaluation	Funds Expended (Resources)
Students have developed skills in identifying what is required for them to achieve their individual goals. Most students were able to ascertain when they had achieved the goal and justify what was required. This was most evident in Literacy and Numeracy goals. Students were then able to identify what was required to move their progress forward and most students were able to actively pursue these requirements.	

Process 2: Future Focused Students

Students determine own learning goals to become more self-directed learners and reflect future focussed learning practices..

Evaluation	Funds Expended (Resources)
<p>Students regularly collaborate with teachers to assess own learning. Using this knowledge new goals are set, with indicators of success listed to determine when this has been achieved. This is regularly completed in Literacy and Numeracy and also Social/Emotional goals. Students demonstrate greater knowledge and understanding on what is required of them to achieve their goals.</p> <p>3 Way Conferences are held at the end of Term 1 and Term 3, in collaboration with parents to identify goals from all stakeholders and then to asses the achievement of previous goals.</p> <p>An area that was identified for review is the use of Progressions to assist students with goal determination and then to identify the indicators that will be needed to move them onto the next level. Literacy goals were previously planned using the Literacy Continuum which has now been replaced with Progressions. This will be completed early in 2020.</p>	<p>Teacher release for 3 Way Conferences</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Teacher release for 3 Way Conferences (\$3000.00)

Next Steps

Continue to build skills that assist students to become independent, problem solvers who can think creatively and logically to improve their learning. Opportunities will be provided to develop skills in research and critical thinking and empowering them to direct their own learning.

Greater use of the Progressions to develop personal goals for all students, particularly in Literacy and Numeracy. Development of a standardised set of goals for students to work towards in STEM and digital technology. Units of work will be adjusted or changed to provide further opportunity to achieve these goals. Students will become more familiar with goals and will be able to identify what they need to demonstrate to achieve the goals.

Goals will be communicated with parents through 3 Way Conferences and also shared through Seesaw app.

Strategic Direction 3

Wellbeing for all

Purpose

To build a comprehensive and inclusive framework to support cognitive, social, emotional, physical wellbeing which measurably improves individual and collective wellbeing.

Improvement Measures

Parents have an increasing range of skills and understanding to support student wellbeing and resilience, and reduce anxiety.

Reduction in issues related to student wellbeing and anxiety.

Increased knowledge in staff members on strategies to support personal health and wellbeing.

Increased knowledge in staff members on strategies to support personal health and wellbeing in students.

Progress towards achieving improvement measures

Process 1: Research and implement best practice programs to develop a school culture which values positive student wellbeing.

Evaluation	Funds Expended (Resources)
This is an ongoing program. As each new cohort of students arrive at Nillo Infants there is a need to continue to investigate best practice available to meet the needs of these students. Discussions with other similar schools and support personnel have provided further options that may be considered in the coming year.	

Process 2: Systematic delivery of whole school programs to build social competence and resilience

Evaluation	Funds Expended (Resources)
Following a review of all Student Wellbeing programs at Nillo Infants School, a scope and sequence of delivery was developed with aims to best meet the needs of all students in building resilience and self confidence. A more consistent delivery of the You Can Do It program across the school enabled consistent use of the language of this program. This information was also shared in the school newsletter and assemblies. The language is now embedded in the school community and parents have also taken this on board. There was a need identified to continue the Zones of Regulation program and this was implemented consistently across the school and is evident in all classrooms. Staff have identified the need to upskill their knowledge in this area and this will be addressed in the coming year.	

Next Steps

Continued implementation of You Can Do It and Zones of Regulation on a consistent basis school wide. Parents are fully informed of these programs and understand the principles behind them. A shared language across our community will be maintained.

Further programs will be investigated to build resilience and well being in students. These will be analysed to see what best suits the Nillo Infants School community and will then be implemented.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>SLSO \$4000</p> <p>Purchase of Resources \$500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$4 500.00) 	<p>All students who have identified as Aboriginal have participated in determining individual PLPs in collaboration with parents, carers and teachers. Goals were clearly outlined and success criteria determined so that all would be aware when goals were achieved.</p> <p>Support for identified students was provided through the Learning and Support program, with both teaching staff and support staff. The key learning areas were Literacy, Numeracy and Social Skills.</p> <p>At Nillo Infants there is a strong practise of embedding knowledge of Aboriginal Culture in all aspects of educational delivery for all students. It is evident in teaching/learning programs and in units of study. resources have been purchased to support this. The whole school participated in NAIDOC Celebrations held at Nillo Infants. The students from Maitland Community Preschool also attended this day. Students experienced activities including artworks related to traditional Dreaming stories, games based on traditional skills required to exist and the study of artefacts and mementoes provided by the Worrimi elder.</p>
<p>Low level adjustment for disability</p>	<p>SLSO \$8000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$8 000.00) 	<p>Identified students have been supported both in the classroom and in small group situations using the SLSO. This was initiated through a needs based program, in consultation with parents and care givers and teachers.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Teacher \$10000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$10 000.00) 	<p>The identified program for using these funds was writing. A teacher was employed to support students with difficulties in the writing to build skills on a one to one or small group basis, within the classroom. Students were able to follow class teacher's instruction and achieve success and gain self confidence because of support provided by personnel. Success of this program was evident with increased confidence and skills in identified students. Recognition of these successes were shared with parents and community.</p> <p>The extension group of writers, the Wacky Writers, enhanced their skills in creating writing samples with the support of the teacher employed specifically for this. This was recognised by the success in community writing competitions where a number of students were identified for their outstanding work.</p>
<p>Socio-economic background</p>	<p>SLSO \$2000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$2 000.00) 	<p>Students requiring support were identified and an SLSO was employed in the classroom to assist teacher in providing best possible learning opportunities for all.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	25	24	30	28
Girls	34	32	28	25

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	94.1	96.2	94.7
1	91.8	95	92.9	93
2	93.5	93.3	94.5	93.6
All Years	93.2	94.1	94.6	93.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
All Years	94.1	94.1	93.6	92.9

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	72,066
Revenue	730,261
Appropriation	710,746
Grants and contributions	18,906
Investment income	608
Expenses	-697,409
Employee related	-616,039
Operating expenses	-81,370
Surplus / deficit for the year	32,851

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	37,761
Equity - Aboriginal	4,689
Equity - Socio-economic	2,728
Equity - Language	0
Equity - Disability	30,343
Base Total	644,532
Base - Per Capita	13,609
Base - Location	0
Base - Other	630,923
Other Total	25,232
Grand Total	707,525

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

Students, staff and the parent community had the opportunity to comment on various aspects of school life at Nillo Infants. Surveys, discussion opportunities and random sampling occurred to gain the following data.

Parent Survey Results

A high number of parents expressed the opinion that they felt welcome in the school and could speak easily with their child's teacher and the principal about their child. They felt that information was provided in clear, plain language and they were clearly informed about their child's progress and behaviour, both positive and negative. An area that was identified was difficulty for parents in attending activities during school times.

An area that parents rated the overall lowest was parents supporting learning from home. Parents encouraged and praised their children but then stated they did not discuss challenges, or how important schoolwork was with their children.

Parents felt very strongly that teachers at Nillo had high expectations for their child to succeed and the school provided very clear expectations of appropriate behaviour. Teachers were also recognised for their efforts in supporting extra-curricular activities for students.

95% of parents strongly agreed that they would recommend Nillo Infants School to other parents and the remaining 5% agreed they would do so.

Students were surveyed on their feelings about Nillo Infants, who they could speak to if they had a problem, how they felt about themselves as learners, their favourite lessons and their least favourite lessons. The results showed that all students felt happy, safe and cared for at school. Most children stated that they could take turns and share with others and could also cheer someone up who was sad. All students felt they tried their best and always had friends to play with in the playground.

Most students liked having parent helpers in the classroom and all students stated that the teachers helped them.

Students had to identify their favourite aspect of Literacy lessons. It was quite evenly split between reading and writing. Students enjoyed reading because they loved progressing onto harder levels and being able to solve the unknown words. They also enjoyed finding out what happened in the stories and solving the problems. They enjoyed researching facts about different topics and using the computers to do this. Writing also scored highly as students loved using their imaginations to create their own stories. They stated that they knew a lot about writing for different purposes and using the computer to publish their work.

All students loved the Maths activities. The TENs activities were the most favoured and they loved talking about the strategies they could use. Problem solving was cited as a positive in Maths activities and students felt that they could do this well. Students enjoyed gaining new skills in Mathematics and liked to show their teachers.

Other activities that students enjoyed at Nillo Infants were the sports such as Gymnastics, Tennis and Cricket. The most favoured sport was Swimming. Students also enjoyed Dancing and Recorder as extra activities.

When surveyed staff indicated that school leaders had helped them create new learning opportunities for students and assisted in establishing challenging and visible learning goals for students. School leaders had completed observations and had provided useful feedback about their teaching. Teachers also felt supported during stressful times.

Teachers stated that they effectively monitored progress of individual students and had high expectations of all students. They used multiple teaching strategies and link new concepts with previously taught concepts. An area that was identified as need more effort was providing written feedback to students on a weekly basis..

Teachers expressed satisfaction with the implementation of TENs program throughout the school. Student outcomes indicate positive growth for all students in using and explaining mathematical strategies. Teaching Literacy has undergone a change of direction with a more consistent focus on Phonics and Phonemic Awareness. This has been implemented throughout the school and teachers are adjusting their pedagogy to suit.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.